

Well done for choosing to study Psychology as part of your Post 16 education!

Psychology is the study of the mind and behaviour. It is going to be challenging, but it will provide you with an insight into why humans behave in the way they do.



This course will teach you the following essential skills;

Practical skills: personal organisation and time management, ICT skills, carrying out research

Personal skills: initiative, creativity, perseverance, willingness to learn and progress

Interpersonal skills: working in teams, discussing problems or issues, leading a team

Thinking skills: investigative and research skills, problem solving, decision making, using theory to analyse a key issue in society

Evaluation skills: questioning the research, theories and concepts you are presented with. What do they tell us about real life?



This induction pack will show you what Psychology is like as an A Level subject. It will be a new subject for all of you. The major difference between Yr11 and Post 16 is that you are expected to work more independently to improve your subject knowledge and skills. Your induction pack starts this process by clearly telling you what to work on before you return to College in September. After a two month break from school and lessons, you will need to get your subject brain working again!

We have also included some materials to encourage you to see your subject as more than just lessons an exam and coursework at the College. That means enjoying what you are doing by looking at materials and sources of learning which are not just about completing your assessed coursework and exam.

Expectations of you on this course:

- Attend all psychology lessons.
- In lessons, work on your own, in pairs and in small groups, as well as contribute to discussions.
- If on the rare occasion you do miss a lesson, it is your responsibility to catch up on the work you have missed.
- You are expected to be an **active and independent learner**
- **Take responsibility** for your own work and **get organised**
- **Keep up to date** with assessed pieces of work.
- Use the teachers to help you understand if you get stuck.
- Use the library, the internet and other media for reading to understand concepts and ideas outside lessons time.
- Keep a record of your assessment feedback as well as your grades.

What is the course going to be like?

Co-operating and enjoying learning with others will become increasingly important and your teacher will be expecting your willing participation and engagement with what you are studying.

You will be assessed on the following skills;

AO1 Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. This makes up 30-35% of the course

AO2 Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data

This makes up 30-35% of the course

AO3 Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- make judgements and reach conclusions
- develop and refine practical design and procedures

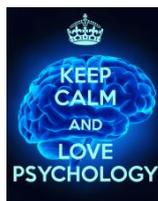
This makes up 35-40% of the course.

You will develop these skills, learn when to use them and how to apply them to exam questions throughout the course.

How much time do I need to spend on independent study?

Your teacher will set homework/independent study tasks each week and will guide you as to how much time to spend. 4 hours in total is the usual expectation. As a Post 16 student you are expected to use your study and free periods wisely. There should really be no excuse for falling behind as you have lots of time to complete your work outside of lessons.

It is up to you to make sure that you use your time wisely to enable you to submit your work on these deadlines. If you start getting behind, it will be very difficult for you to achieve to your potential.



What is the actual course content?

Which exam board and course do we do?

Edexcel A Level Psychology.

You will find the full specification on this website. The direct link to your psychology course is shown below:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/Psychology/2015/specification-and-sample-assessments/Pearson-Edexcel-Specification-Advanced-GCE-in-Psychology.pdf>

Paper 1: Foundations in psychology

- Externally assessed
- Availability: May/June
- First assessment: 2017
- 35% of the total qualification

If you choose to study AS Psychology, you will take two exam papers on Foundations in Psychology in May/June 2016

Overview of content

You will get an opportunity to study four different approaches to psychology;

- ❖ Topic 1: **Social** – how people are affected by others, by groups and social rules. In particular we look at obedience to authority and prejudice
- ❖ Topic 2: **Cognitive** – how information is processed in the brain, focussing on memory
- ❖ Topic 3: **Biological** – how genes, hormones and brain structures work together to affect each individual. The focus is on brain structure, the role of hormones and the role these play in aggression.
- ❖ Topic 4: **Learning** – How behaviour and our experiences affect the individual, in particular focussing on conditioning and shaping behaviour.
- ❖ The theme of issues and debates in psychology that run through these topics.

This will give you a sound foundation in psychology.

Overview of assessment

- Written examination.
- Students must answer all questions from five sections.
- Sections A–D total 70 marks and comprise mixed question types, including stimulus response and short answer questions, and cover the topic areas as follows:
Section A: Social psychology
Section B: Cognitive psychology
Section C: Biological psychology
Section D: Learning theories
- Section E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology.

- The assessment is 2 hours long.
- The assessment consists of 90 marks.
- The formulae and statistical tables given in Appendix 4: Formulae and statistical tables will also be given in the paper.
- Calculators may be used in the examination.

Paper 2: Applications of Psychology

Externally assessed
Availability: May/June
First assessment: 2017

Overview of content

Mandatory content

Topic 5: **Clinical psychology**

Students will need to show understanding that clinical psychology is about explaining and treating mental health issues, and of the different ways of treating them, including counselling and drug treatments.

Individual differences and developmental psychology must be considered when learning about links between personality factors and mental disorders and genetic influences (nature) or environmental influences (nurture) within different explanations for mental health disorders. The mental health disorders we will focus on are; schizophrenia and anorexia nervosa.

Optional topics

Topic 6: **Child psychology**

Students will show understanding that child psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects our later development. We will focus on attachment theory, autism and the effects of day care on children.

Individual differences and developmental psychology must be considered when learning about differences that can come from the child's age, gender, social situation, privation and deprivation.

Overview of assessment

Written examination.

The paper is composed of two sections. Students must answer all questions from Section A and all questions from optional topic areas in Section B.

Section A has 54 marks and comprises of mixed question types, including data-response and short-answer questions and a 20-mark essay covering the topic area of clinical psychology.

Section B presents students with a choice of one from three optional topic areas – Criminological psychology, Child psychology or Health psychology. We will be studying child psychology.

Each section totals 36 marks, and comprises mixed question types, including data, response, short-answer and extended response questions.

This unit will be taught in year 2. You will then be able to develop your understanding of psychology through applications of the subject. Throughout the course you will gain an understanding of how psychologists carry out research into human behaviour by carrying out short, manageable practical

experiments and tests. There is a practical focus embedded throughout the qualification. We will also look at how each topic area can help us to understand a key issue in society.

Paper 3: Psychological skills

- Externally assessed
- Availability: May/June
- First assessment: 2017

Overview of content

Topic 7: **Psychological skills**

This is a synoptic section in which students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues. Students will develop an understanding of how to use theories and evidence from many areas of psychology and apply them to the issues.

Research Methods used in gathering data for psychology
Synoptic review of studies
Issues and debates in psychology.

Overview of assessment

- Written examination. The assessment is 2 hours long.

Students must answer all questions from three sections.

Section A has 24 marks and comprises mixed question types, including data response and short-answer questions, covering the topic area of research methods.

Section B has 24 marks and comprises two extended response questions based on psychological studies given in Topics 1–4.

Section C has 32 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology.

- The assessment consists of 80 marks.
- The formulae and statistical tables given in *Appendix 4: Formulae and statistical tables* will also be given in the paper.
- Calculators may be used in the examination.

Resources

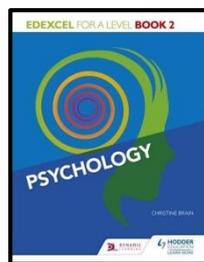
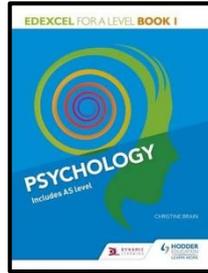
Edexcel Psychology for A Level Book 1

(Edexcel A Level Psychology)

Christine Brain

ISBN: 978-1471835384

£25 approx.



Edexcel Psychology for A Level Book 2

(Edexcel A Level Psychology)

Christine Brain

ISBN: 978-1471835452

£25 approx.

You will need both of these books during the course but should have Book 1 for September.

Please use the following to get a head start on some of the content for the qualification;

<https://aspsychology101.wordpress.com/>

<http://www.simplypsychology.org/>

Email address

Mrs Hyde is responsible for A Level Psychology, which is part of the **Skilled Occupations Faculty**.

You can contact her on KHyde@fromecollege.org

Your Personal Learning Checklists for Year 12

During year 12 you will study Paper 1: Foundations in Psychology, incorporating the following topics;

Social Psychology		Red	Amber	Green
Obedience	Definition of obedience to authority			
	Milgram's study of obedience			
	Milgram's variation of obedience research			
	Key study: Burger (2009) Replicating Milgram: Would people still obey today?			
	Factors affecting obedience and dissent/resistance to obedience, including individual differences (personality and gender), situation and culture.			
	Theories of obedience; agency theory			
	Theories of obedience; social impact theory.			
	How obedience is affected by personality, gender and culture			
Prejudice	Definition of prejudice			
	Explanations and research into prejudice; social identity theory (Tajfel and Turner, 1979)			
	Explanations and research into prejudice; realistic conflict theory			
	Key study: Sherif et al. (1954/1961) Intergroup conflict and cooperation: The Robbers Cave Experiment.			
	Factors affecting prejudice (and discrimination), including individual differences (personality), situation and culture.			
	How prejudice can have an explanation linked to personality and culture			
Research Methods	Designing and conducting questionnaires and interviews, considering researcher effects.			
	Unstructured, semi-structured and structured interviews, open, closed (including ranked scale) questions.			
	Alternate hypotheses.			
	Random, stratified, volunteer and opportunity sampling techniques.			
	Analysis of quantitative data: calculating measures of central tendency, frequency tables, graphical presentation using a bar chart, measures of dispersion (range and standard deviation).			
	Analysis of qualitative data using thematic analysis			
	British Psychological Society (BPS) code of ethics and conduct (2009) including risk management when carrying out research in psychology.			
Key issue	How can knowledge of social psychology be used to reduce prejudice in situations such as crowd behaviour or rioting?			
Practical investigation	A questionnaire to see if males or females perceive themselves to be more obedient			

Cognitive Psychology		Red	Amber	Green
Memory	The working memory model (Baddeley & Hitch 1974).			
	Key study; Baddeley (1966b) Working memory model: The influence of acoustic and semantic similarity on long-term memory for word sequences			
	The multi-store model of memory (Atkinson and Shiffrin, 1968),			
	Explanation of long-term memory – episodic and semantic memory (Tulving, 1972).			
	Reconstructive memory (Bartlett, 1932) including schema theory.			
	Key study: Steyvers and Hemmer (2012) Reconstruction from memory in naturalistic environments.			
	Autobiographical memory			
	Dyslexia affects children's memory, span and working memory which can affect their learning			
	The impact of Alzheimer's on older people and the effects on their memory			
Research methods	Designing and conducting experiments, including field and laboratory experiments.			
	Independent and dependent variables			
	Experimental and null hypotheses			
	Directional (one-tailed) and non-directional (two-tailed) tests and hypotheses.			
	Experimental and research designs: repeated measures, independent groups and matched pairs.			
	Operationalisation of variables, extraneous variables and confounding variables.			
	Counterbalancing, randomisation and order effects.			
	Situational and participant variables			
	Objectivity, reliability and validity (internal, predictive and ecological).			
	Experimenter effects, demand characteristics and control issues.			
	Quantitative data analysis - calculate measures of central tendency, frequency tables, measures of dispersion (range and standard deviation), percentages.			
	Graphical presentation of data (bar graph, histogram).			
	Decision making and interpretation of inferential statistics			
	Non-parametric test of difference: Mann-Whitney U and Wilcoxon.			
	Probability and levels of significance ($p \leq .10$ $p \leq .05$ $p \leq .01$).			
	Observed and critical values, use of critical value tables and sense checking of data			
	Type I and type II errors			
Case study of brain-damaged patients, including Henry Molaison (HM) and the use of qualitative data, including strengths and weaknesses of the case study.				
Key issue	How can psychologists' understanding of memory help patients with dementia?			
Practical investigation	Dual task experiment to investigate components of working memory.			

Biological Psychology		Red	Amber	Green
Central Nervous system	The role of the Central Nervous System and neurotransmitters in understanding human behaviour			
	One twin study and one adoption study e.g. Gottesman & Shields (1966); Ludeke et al (2013).			
	The effect of recreational drugs on the transmission process in the central nervous system			
	The structure of the brain, different brain areas (e.g. pre-frontal cortex) and brain functioning as an explanation of aggression as a human behaviour.			
	The role of evolution and natural selection to explain human behaviour, including aggression.			
	Biological explanation of aggression as an alternative to Freud's psychodynamic explanation.			
	Brendgen et al. (2005) Examining genetic and environmental effects on social aggression: A study of 6-year-old twins.			
	The role of hormones (e.g. testosterone) to explain human behaviour such as aggression			
	Damage to the brain may be affected by individual differences in case studies of brain-damaged patients.			
	Freud's view of the personality shows it develops individual differences.			
Research methods	The use of the correlational research method in psychology, including co-variables.			
	Types of correlation: positive, negative and the use of scatter diagrams			
	Analysis of, use of, and drawing conclusions from correlational studies, including scatter diagrams, using inferential statistical testing (use of Spearman's rho)			
	The use of alternate, experimental and null hypotheses. The use of IV and DV in experiments and co-variables in correlations.			
	Brain-scanning techniques (CAT, PET, and fMRI).			
	Key study: Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography (PET).			
Key issue	What are the implications for society if aggression is found to be caused by nature not nurture?			
Practical investigation	A correlation into age and attitudes to drug use			

Learning theories		Red	Amber	Green
Classical conditioning	Theories of classical conditioning, including extinction and spontaneous recovering. (Know examples of these)			
	Pavlov (1927) experiment with salivation in dogs			
	Key Study: Watson & Raynor (1920) - Aims, Procedure, Results, Conclusion, Evaluation			
Operant conditioning	Theories of Operant Conditioning, including positive and negative reinforcement and punishment (know examples of these)			
	Properties of reinforcement, including primary and secondary reinforcement and schedules of reinforcement.			
	Behaviour modification, including 'shaping' behaviour.			
Social Learning Theory	The main features of social learning theory, including: observation, imitation, modelling and vicarious reinforcement.			
	Bandura (1961, 1963) original Bobo doll experiments.			
	Key study: Becker et al. (2002) Eating behaviours and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls.			
Application of learning theories	How learning theories explain the acquisition and maintenance of phobias.			
	Treatments for phobias based on theories of learning, including systematic desensitisation and one other.			
	How people differ because of different environmental influences and experiences, for example in the form of rewards and punishments and models observed.			
Research methods	The use of the observational research method in psychology, including the gathering of both qualitative and quantitative data (including tallying, event and time sampling).			
	Types of observation: participant, non-participant, structured, naturalistic, overt and covert.			
	Use of content analysis as a research method.			
	The use of animals in laboratory experiments where results can be related to humans.			
	Ethical issues regarding the use of animals in laboratory experiments.			
	Analysis of data; the chi-squared test.			
	Scientific status of psychology, including: Replicability, reliability, validity (internal, predictive and ecological), reductionism, falsification, empiricism, hypothesis testing, and use of controls.			
Key issue	Is the influence of role models and celebrities something that causes anorexia?			
Practical investigation	How age and sex affect driving speed. OR Investigating the differences in helpful or polite behaviour in men and women (tbc)			

Year 12 Summer Assignment 2017

In Psychology there are different approaches to the way we can explain human behaviour. Each approach is based on a set of principles that try to explain given behaviour. The first approach we will look at is the social approach. This considers the effects of people, society and culture on our behaviour.

Phillip Zimbardo carried out a study that has become known as The Stanford Prison Experiment (1973). He wanted to investigate how readily people would conform to the roles of guard and prisoner in a role-playing exercise that simulated prison life.

Zimbardo (1973) was interested in finding out whether the brutality reported among guards in American prisons was due to the sadistic personalities of the guards or had more to do with the prison environment.



Produce a detailed report that describes this research study. You will need to include information on the aim, procedure, results and conclusions.

You should also evaluate this research study, taking into account the strengths and weaknesses.

Explain the results and conclusions of this study, using psychological concepts of conformity and obedience. What does this research tell us about how the roles that people undertake, shape their behaviour?

You could use the following resources to help you;

www.prisonexp.org

<http://www.simplypsychology.org/zimbardo.html>

This work will need to be handed in by 15 September 2017